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ABSTRACT

Developed for educators in a rural North Dakota community school, this booklet provides a social studies scope and sequence of skills for students in grades K-12. Following a statement of educational philosophy and a list of district goals, the document presents a grade by grade breakdown of social studies objectives. For each grade, focus of study, topics, and concepts are accompanied by a breakdown of skill objectives: (1) basic/study skills, (2) critical/creative thinking skills, and (3) social participation/interpersonal skills. A sequence of skills is provided for a variety of social studies courses including general social studies (K-6), American history (grade 7), world geography (grade 8), North Dakota history (grade 8), American government (grade 12), geography (grades 10-12), psychology (elective, grades 10-12), sociology (elective, grades 11-12), U.S. history (grades 10-12), contemporary issues (elective, grades 10-12), world history (grades 10-12), Metchif history (grades 10-12), North American Indians (grades 10-12), the American Indian Today (grades 10-12), anthropology (grades 10-12), and basic economics (elective, grades 9-12). (LH)

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This Scope and Sequence of skills was developed during the summer of 1985 by a TMCS curriculum committee. The school district wishes to gratefully acknowledge the following people for their time, effort and commitment in preparing this document.

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MISSION STATEMENT

The mission of the Turtle Mountain Community School is to accept all persons as they come to us. We will help all individuals to develop themselves with dignity, to the fullest extent possible, in our rapidly accelerating technological and global society.

The school, being an extension of the community, is therefore dedicated to the ongoing development of the person as a moral, spiritual, cultural, intellectual, social, emotional, and physical being.

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EDUCATIONAL PHILOSOPHY

The Turtle Mountain Community School believes in:

---accepting each person as a unique and growing individual;

---developing good character, self-respect, and a feeling of self-worth;

---challenging students to realize their fullest potential within an environment that promotes thinking, decision-making, and problem-solving which will enable them to relate positively to their peers, parents, teachers, and society;

---providing opportunities for exploration that include realistic approaches for ongoing technological applications to present and future real-life situations;

---involving free and open communication between community, parents, students, and faculty;

---stressing responsibility for one's own decisions and the resulting consequences;

---supporting and respecting the spiritual uniqueness of individuals;

---developing a sensitivity to the concepts of cultural heritage which will assist students in developing into useful, productive and thoughtful members of the global and technological society;

---inspiring each individual to learn by thinking more clearly, questioning more freely, and performing more skillfully;

---helping individuals to adapt to social and emotional changes that lead to forming satisfying and responsible relationships with others;

---maintaining a safe, healthy environment and promoting physical well being.

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DISTRICT GOALS

The Turtle Mountain Community School System will:

---recognize that all individuals have varying intellectual, social, and physical learning styles, capacities, and needs which Turtle Mountain Community Schools will attempt to meet;

---recognize that all students have dignity and that Turtle Mountain Community Schools will provide opportunities which will help to enhance and build good character, self-respect, and self-discipline;

---provide a program that will challenge students to excel in higher level thinking skills, decision making, and problem solving;

---provide realistic and creative approaches to ongoing, technological advancements which will enable students to grow and apply themselves in a rapidly advancing society;

---provide avenues for free and open communications between school and communities;

---provide experiences and opportunities which will enhance and re-affirm spiritual, moral, and cultural values;

---provide an atmosphere and opportunities which will enhance positive interpersonal relationships;

---provide a safe and healthy environment which will promote increased physical development.

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Specific Science Goals for TMCS

As a result of the Science program at the Turtle Mountain Community School System students will:

---function in society as well-adjusted citizens;

---develop an interest in and an appreciation for science and technology;

---be aware of opportunities to use science and technology in careers and recreation;

---acquire the skills and concepts necessary to use science and technology as a tool to further career and personal goals;

---be proficient with both fundamental and higher-order thinking skills necessary for daily living;

---enhance their intuitive and creative thought processes in order to formulate new ideas.

Specific Health Goals for TMCS

As a result of the Health program in the Turtle Mountain Community School system students will:

---function in society as well-adjusted healthy citizens;

---emphasize good health habits as a practical and achievable goal;

---acquire a well defined self-image and awareness of individual values and strengths;

---acquire skills and concepts necessary to use health as a tool to further personal and/or career goals or leisure interests;

---develop attitudes which foster good mental, social and physical well-being.

Specific Social Studies Goals for TMCS

As a result of the Social Studies program in the Turtle Mountain Community School system students will:

---develop a positive self-image in order to function in society as well-adjusted citizens;

---develop and apply higher-level thinking skills in their daily lives;

---develop respect and pride for their culture and an awareness for other cultures;

---explore career options related to social studies;

---acquire an awareness of political, economic, and social systems and their functions;

---relate current issues to the changing trends in our global and technological society;

---appreciate the importance of history and geography as it applies to their daily lives.

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SOCIAL STUDIES OBJECTIVES

FOCUS:

The student will develop and understand the physical, social, and emotional concepts of "ME". He/she will develop a positive self-concept related to growth and change. Decision making skills will help the student become a responsible member of our society. All students will recognize that they are unique individuals and are important to our global world.

TOPICS:

All About Me (6 weeks)
Things that are Important to Me (4 weeks)
Helping Each Other (4 weeks)
My World (4 weeks)
U.S. Holidays and Turtle Mt. Celebrations (6 weeks)

CONCEPTS:

self/others	growth	feelings
learn	healthy	happy/sad
five senses	rest	parts of the body
exercise	cooperation	same/different
communicate	animals	living/non-living
play	near/far	community helper
rules	manners	transportation
directions	globe/map	celebrations
land/water	weather	holidays
change	sharing	food
listening	plants	wants/needs
cardinal directions	day/night	season

SKILL OBJECTIVES

I. BASIC/STUDY SKILLS

A. Use map, globe, and graphic skills
   1. (Does not apply)
   2. interpret land and water masses on a globe or map
   3. (Does not apply)
   4. (Does not apply)
   5. read and interpret picture charts (ex. height chart)
   6. (Does not apply)

B. Demonstrate chronological skills by locating and sequencing data
   1. putting at least three pictures in order
   2. name days, months, and seasons

C. Acquire new information through listening and observing

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D. (Does not apply)
E. (Does not apply)
F. (Does not apply)
G. Listen for information and summarize the main idea of a story
H. Communicate ideas orally
I. Develop a working vocabulary of key social studies concepts and vocabulary
J. Follow oral directions
K. Operate a computer
   1. use a prepared instruction or reference program
   2. (Does not apply)

II. CRITICAL/CREATIVE THINKING SKILLS

A. Identify and compare similarities and differences in physical characteristics
B. Classify and group information according to criteria (ex. animals, plants, living and non-living, growth/change, food, wants/needs, transportation)
C. Demonstrate the ability to solve problems
D. Develop a process for making good decisions
E. (Does not apply)
F. (Does not apply)
G. Identify cause/effect relationships
H. (Does not apply)
I. (Does not apply)
J. (Does not apply)
K. (Does not apply)

III. SOCIAL PARTICIPATION/INTERPERSONAL SKILLS

A. Develop a positive self-esteem and identify his/her positive characteristics
B. Take pride in own accomplishments and those of others
C. Show respect for others feelings
D. Participate in group activities and take responsibility as a leader
E. Learn to be a responsible person by cleaning, sharing, and cooperation with peers and adults
F. Show respect for others and their property
G. (Does not apply)
H. (Does not apply)
I. (Does not apply)
J. (Does not apply)
K. Keep informed on current issues through Weekly Readers and other sources of information
L. Interact with a wide range of community resource people in the classroom and at community events

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GRADE 1

SOCIAL STUDIES OBJECTIVES

FOCUS:

The student will develop an understanding of how people and environment affect his/her daily life. The student will become a responsible citizen, decision maker and solve problems which enables them to relate positively to their peers, parents, teachers and society.

TOPICS:

You and Your Family (4 wks)
You and Your School (4 wks)
People and Time (4 wks)
Then and Now (4 wks)
Turtle Mt./Seasons and Environment (6 wks)

CONCEPTS:

symbols	clocks	atlas
maps	calendar	environment
time lines	months	culture
change	celebrations	space
map keys	holidays	sun
globe	year	moon
earth	seasons	family
north pole	hours	week
south pole	minutes	rules
world	yesterday	school personal
United States	today	wants
land marks	tomorrow	needs
country	encyclopedia	home
charts	dictionary	picture dictionary
almanac	clothing	directions
North Dakota	state	Turtle Mtn
reservation		

SKILL OBJECTIVES

I. BASIC/STUDY SKILLS

A. Map,globe and graphic skills
1. identify directions and orient a map
2. interpret map symbols
3. locate places on a map or globe
a. locate water on a globe or map
b. locate land on a globe or map
c. recognize North Dakota
4. (Does not apply)
5. read and construct charts, graphs
6. (Does not apply)

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B. Demonstrate chronology skills by locating and sequencing data on time lines, calendars, clocks
   1. name seasons in order
   2. name days of week in and out of order
   3. name months of year
   4. describe day and night
   5. tell hour on the clock
C. Acquiring new information through reading, listening and, observing
   1. reading to find a particular word
   2. reading to locate specific information
   3. reading to find answers to questions
   4. listen attentively
   5. listen with a purpose
   6. observe with a purpose
   7. observe attentively
D. Identify and use all parts of a text periodical, reference books including dictionary, encyclopedia, almanac, and atlas
   1. locate table of contents
   2. arrange in alphabetical order
   3. identify encyclopedia, almanac and atlas
   4. locate word meaning in picture dictionary
E. (Does not apply)
F. (Does not apply)
G. Demonstrate comprehension of data by summarizing and stating main idea in known words
   1. recognize labels
   2. recognize picture captions
   3. recognize titles
H. Communicate ideas orally and in writing
I. Develop a working vocabulary of key social studies concepts and vocabulary
J. Follow directions
K. Operate a computer
   1. use a prepared instructional or reference program
   2. (Does not apply)

II. CRITICAL/CREATIVE THINKING SKILLS

A. Compare similarities and differences among two or more objects, ideas, events and situations
   1. identify and compare similarities and difference in physical characteristics
   2. compare similarities and differences in families
B. Classify and group information according to criteria
   1. organize items in categories
   2. identify and explain sequence
C. Demonstrate ability to solve problems and utilize problem solving procedures
D. Make decisions following considerations of alternatives and consequences
E. (Does not apply)
F. Distinguish fact from opinion

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G. Explain cause and effect relationships
H. (Does not apply)
I. (Does not apply)
J. (Does not apply)
K. (Does not apply)

III. SOCIAL PARTICIPATION/INTERPERSONAL SKILLS

A. Describe his/her positive characteristics
B. Take pride in doing a task well
C. Show sensitivity to feelings of others
D. Participate cooperatively, as a leader and as a member in large and small group
E. Accept responsibility for ones own actions
F. Demonstrate respect for rights, property, and beliefs of others
G. (Does not apply)
H. (Does not apply)
I. (Does not apply)
J. Use sources of information from the community including newspaper, individuals, and events
K. Keep informed on current issues through Weekly Reader and other sources of information
L. Interact with a wide range of community resource people in the classroom and at community events

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GRADE 2

SOCIAL STUDIES OBJECTIVES

FOCUS:

Neighborhoods are made of people and places that change over time when the needs of people change. Neighborhoods exist everywhere and are governed by rules that help people live together and keep people safe. In neighborhoods, people work at jobs to meet their needs and wants.

TOPICS:

People Have Needs and Wants (3 weeks)
Neighborhoods: People and Places (4 weeks)
Neighborhoods of Yesterday (5 weeks)
Neighborhoods Celebrate (4 weeks)
Neighborhoods in Other Places (5 weeks)
Turtle Mountains: Location and Landmarks (1 week)

CONCEPTS:

needs/wants	services	work
job	graphs	floorplan
map key	neighbor	workers
map	bravery	neighborhood
symbols	city	town
cardinal directions	problems	litter
rules	American Indians	villages
wigwams	canoes	moccasins
tools	holidays	celebrate
blacksmith	battle	state
globe	map scale	model
directions	Constitution Day	banner
Europe	island	cemetery
reservation	Chippewa	North Pole
South Pole	landmarks	county fair
United States	North America	South America
Declaration of Independence		

SKILL OBJECTIVES

I. BASIC/ STUDY SKILLS

A. Use map, globe and graphic skills
1. identify directions and orient a map
2. interpret map symbols
3. locate places on a map/globe
   a. given states
   b. given cities
   c. water
   d. N&S poles
   e. Turtle Mt. Res.
   f. Butte St. Paul
   g. Indian cemeteries
   h. land
4. (Does not apply)

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5. read and construct charts, graphs, pictures and maps
   a. read floor plan, flow chart, bar graph, diagram and map scale
   b. construct classroom graphs and charts
6. (Does not apply)

B. Demonstrate chronology skills by locating and sequencing data on time lines, calendars, clocks
   1. sequence days, months and seasons
   2. arrange sequence of production of home building and milk processing

C. Acquire new information through listening, observing and reading
   1. describe a life style different from ones own
   2. describe ethnic food and clothing contributions
   3. describe how ethnic holidays are celebrated

D. Identify and use all parts of a text
   1. identify and use table of contents
   2. identify and use glossary
   3. identify and use index

E. (Does not apply)

F. (Does not apply)

G. Demonstrate comprehension of data by summarizing and stating main ideas in known words
   1. know that there are 50 states
   2. describe how trades were learned in colonial times
   3. dramatize the need to follow rules
   4. write own address
   5. describe roles of community helpers

H. Communicate ideas orally and in writing
   1. use creative writing to express ideas
   2. use drawings and artwork to express ideas

I. Develop a working vocabulary of key social studies concepts and vocabulary

J. Follow written and oral directions

K. Operate a computer
   1. use a prepared instructional or reference program
   2. (Does not apply)

II. CRITICAL/CREATIVE THINKING SKILLS

A. Compare similarities and differences among two or more objects, ideas events and situations
   1. compare housing needs
   2. compare similarities and differences in neighborhoods
   3. compare responsibilities of men, women and children at historic intervals
   4. compare how basic needs were met at historic intervals
   5. compare types of travel at historic intervals

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6. compare buying and trading to acquire goods and/or services

B. Classify and group information according to criteria
   1. classify needs and wants
   2. classify jobs as goods or service related

C. Demonstrate ability to solve problems and utilize problem solving procedures
   1. demonstrate how neighborhoods can work together to solve problems
   2. resolve classroom problems
   3. resolve personal problems

D. Make decisions following considerations of alternatives and consequences
   1. define the problem
   2. list alternatives
   3. discuss consequences
   4. make a decision

E. (Does not apply)

F. Distinguish facts from opinion

G. Explain cause and effect relationships
   1. explain how rules can help prevent problems
   2. describe why neighborhoods change over a period of time
   3. describe why food, clothing, and shelter have changed over a period of time

H. (Does not apply)

I. (Does not apply)

J. (Does not apply)

K. (Does not apply)

III. SOCIAL PARTICIPATION/INTERPERSONAL SKILLS

A. Identify his/her positive characteristics

B. Take pride in doing a task well

C. Show sensitivity to feelings of others

D. Participate cooperatively, as a leader and a member in large and small groups
   1. participate in classroom voting
   2. participate in group discussions, games and projects
   3. contribute to class displays
   4. contribute to class language experience story

E. Accept responsibility for ones own actions

F. Demonstrate respect for rights, property, and beliefs of others by showing responsibility for cleaniness of classroom and playground

G. Express personal opinions and convictions

H. Accept view point diversity in individuals, ideas, values

I. (Does not apply)

J. Use sources of information from the community including newspaper, individuals and events

K. Keep informed on current issues through T.V., newspaper, Weekly Readers and radio

L. Interact with a wide range of community resource people in the classroom and at community events

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GRADE 3

SOCIAL STUDIES OBJECTIVES

FOCUS:

Understanding the nature of communities and how people make communities function

TOPICS:

People in Places (6 weeks)
Our First Communities (6 weeks)
Centers of Work (6 weeks)
Grow and Change (6 weeks)
Other Lands (6 weeks)
Turtle Mountain Culture (6 weeks)

CONCEPTS:

community	graphs	problems
maps	oceans	characteristics
types	globe	continents
size	mapping	hemisphere
resources	security	equator
government	transportation	axis
citizens	location	customs
services	traditions	directions
past	country	producers
change	charts	consumers
climate	dwellings	cultures
dictionary	election	interdependence
encyclopedia	leaders	tables
media	rights	growth
neighbors	residents	responsibilities
diversity	ceremony	reservation
Chippewa	Metis	Metchief
Cree	French	tribe
tribal	council	Turtle Mts.
United States		

SKILL OBJECTIVES

I. BASIC/STUDY SKILLS

A. Use map, globe and graphic skills
   1. Given a map of a community, student will relate top to north, bottom to south, right to east and left to west
   2. Interpret map symbols
      a. given a map the student will identify the map key
      b. given a map key the student will interpret the map key

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c. students will distinguish the size of a community by using the map key

3. Locate places on a map or globe
   a. locate our community
   b. locate the seven continents and four oceans
   c. transfer names of states from a labeled to an unlabeled map
   d. locate the equator
4. (Does not apply)
5. Read and construct charts, graphs and maps
   a. develop a map of our community oriented to cardinal directions
   b. develop community oriented graphs and charts
6. (Does not apply)

B. Demonstrate chronology skills by interpreting a time line in relations to community change

C. Formulate a report by gathering information through listening, observing and reading

D. Identify and use an index, dictionary or encyclopedia to locate specified information on a given topic

E. Organize information from a variety of sources by making an outline

F. Find information by using the card catalog and special reference materials
   1. given a topic student will demonstrate the ability to locate designated reference materials
   2. student will compile a report with the information gathered from the reference materials

G. Demonstrate comprehension of data by summarizing and stating main ideas in known words
   1. know that there are four hemispheres
   2. know that the earth rotates on its axis
   3. write their own address

H. Communicate ideas orally or in written form

I. Demonstrate ability to use vocabulary from Social Studies concepts

J. Follow written and oral directions

K. Operate a computer
   1. use prepared instructional or reference programs
   2. enter and retrieve information gathered from a variety of sources

I. CRITICAL/CREATIVE THINKING SKILLS

A. Compare similarities and differences among two communities or cultures

B. Classify and group information as it pertains to different types of communities

C. Demonstrate ability to solve problems and utilize problem solving procedures as it pertains to the community, classroom and home

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D. Make decisions following considerations of alternative and consequences as it pertains to community involvement
   1. explain some of the responsibilities of community leaders
   2. explain how community leaders are selected
   3. list responsibilities of a citizen
   4. identify their own responsibilities in the classroom
E. Ask appropriate and searching questions in discussions and debates
F. Distinguish facts from opinion as it pertains to community affairs
G. Explain cause and effect relationships as it pertains to community situations
H. Recognize different points of view related to political or social aspects of the community
I. (Does not apply)
J. Make inferences and draw conclusions from evidence as it relates to community affairs
K. (Does not apply)

III. SOCIAL PARTICIPATION/INTERPERSONAL SKILLS

A. Identify his/her positive characteristics
B. Take pride in doing a task well
C. Show sensitivity to feelings of others
D. Participate cooperatively as leader and member, in large and small groups
E. Accept responsibility for ones own actions
F. Demonstrate respect for rights, property and beliefs of others
G. Express personal opinions and convictions
H. Accept view point diversity of individuals, ideas and values
I. (Does not apply)
J. Use sources of information from the community including newspapers, individuals and events
K. Keep informed on current issues through t.v. and newspapers
L. Interact with a wide range of community resource people in the classroom and at community events
   1. demonstrate the ability to visit with resource people
   2. discuss their involvement in community events
   3. participate in a specified community event

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GRADE 4

SOCIAL STUDIES OBJECTIVES

FOCUS:

Understanding the diversities between the people, geography, social, and economic environments within our country and our three neighboring countries. The knowledge will open the door to inspire students and make way for great citizens.

TOPIC:

Our Country (4 weeks)
The Northeast Region (4 weeks)
The Southeast Region (4 weeks)
The Midwest Region (4 weeks)
The Southwest Region (4 weeks)
The Rocky Mountain Region (4 weeks)
The Pacific Region (4 weeks)
Our Neighbors (4 weeks)
Turtle Mountains/Tribal Gov. (Integrated)

CONCEPTS:

geography	landforms	altitude
climate	maps	history
charts	settlers	landmarks
resources	agriculture	population
industry	graphs	ocean currents
latitude	photographs	time zones
longitude	transportation	time lines
map symbols	table	grid
heritage	change	comparative/location
tribal roles	independence	Turtle Mountains
density	tradition	U.S. geographic regions
exploration	capitals	immigration/migration
leadership	communication	comparative/location
diversity	cultural life	government
community	states	cooperation/conflict
environment	settlements	hemispheres
map key	globe	current events

SKILL OBJECTIVES

I. BASIC/STUDY SKILLS

A. Use map, globe, and graphic skills
1. identify directions and orient a map
2. interpret map symbols
3. locate places on a map/globe
1. identify the six geographic regions of the United States
2. name the states and their capitols in each region
4. (does not apply)

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5. read and construct charts, graphs, pictures, and maps
6. select and use the appropriate map and artifact for a purpose

B. Demonstrate chronology skills by locating and sequencing data on timelines, calendars, and clocks

C. Acquire new information through listening, observing, and reading
1. distinguish between human-made and natural land marks
2. identify famous people by historical periods
3. identify major resources and industries of the United states and its neighboring countries

D. Identify and use all parts of a text, periodical, reference book including dictionary, encyclopedia, almanac, and atlas

E. Organize information from a variety of sources by taking notes, making outlines, and bibliographies

F. Find information by using the card catalog and special reference materials

G. Demonstrate comprehension of data by summarizing and stating main ideas in known words
1. describe different climactic conditions that exist within United States
2. explain how the land affects the way people live

H. Communicate ideas orally and in writing

I. Develop a working vocabulary of key social studies concepts

J. Follow directions

K. Operate a computer
1. use a prepared instructional or reference program
2. enter and retrieve information gathered from a variety of sources

II. CRITICAL/CREATIVE THINKING SKILLS

A. Compare similarities and differences among two or more objects, ideas, events, and situations
1. compare/contrast life in Turtle Mountains then and now
2. compare/contrast life in North Dakota then and now
3. compare/contrast life in United States then and now

B. Classify and group information according to criteria

C. Demonstrate ability to solve problems and utilize problem solving consequences

D. Make decisions following considerations of alternatives and consequences

E. Use appropriate and searching questions in discussions and debates

F. Distinguish facts from opinion

G. Explain cause and effect relationship

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H. Recognize different points of view
   1. predict likely outcomes based on factual information
   2. make a brief oral report on an issue of concern to the (Turtle Mountains, North Dakota, and the United States)

I. (does not apply)

J. Make inferences from evidence and draw conclusions

K. (does not apply)

III. SOCIAL PARTICIPATION/INTERPERSONAL SKILLS

A. Describe his/her positive characteristics

B. Take pride in doing a task well

C. Show sensitivity to feelings of others

D. Participate cooperatively as a leader and a member in large and small groups

E. Accept responsibility for ones own actions

F. Demonstrate respect for rights, property, and beliefs of others

G. Express personal opinions and convictions

H. Accept view point diversity in individuals, ideas, and values

I. (does not apply)

J. Use sources of information from the community including newspapers, individuals, and events

K. Keep informed on current issues through t.v. and newspapers

L. Interact with a wide range of community resource people in the classroom and at community events

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GRADE 5

SOCIAL STUDIES OBJECTIVES

FOCUS:

The students will develop an awareness and understanding of the history and various cultures of the United States through the study of past U.S. History and current events.

TOPICS:

Exploration (4 weeks)
Colonization (5 weeks)
Establishment of Our Nation (5 weeks)
Settling of the West (5 weeks)
Divided Nation (5 weeks)
Growth and Change (4 weeks)
U.S. Gains Power in the World (4 weeks)
Turtle Mountains (4 weeks)

CONCEPTS:

First Inhabitants,Indian Life before Exploration,Exploration,Settlements, Colonization,Economy, Boycott in Colonies, Religious Tolerence, Taxation Independence, Constitution/Bill of Rights, Compromise,Amendment, Pioneers, Louisiana Purchase, Taxes, Trail of Tears, Politics, Patriotism, Equality, Justice, Slavery, Succession, Civil Disagreement, Civil War, Reconstruction, Frontier, Industrial Growth, Immigration/migration, Progress, Labor/management, Transportation/communication, Business/commerce, Allience/allies, U.S. in World Affairs, Social Change,Technology, Entertainment, Sufferage, Depression, Stock Market, Pearl Harbor, Concentration Camps, Normandy, A-Bomb, United Nations, Physical Features, Turtle Mountains, Treaties,Little Shell,Migration to T.Mts.,Missionary Era, Fur Trade,Voyageurs,Fr.Belcourt

SKILL OBJECTIVES

I. BASIC/ STUDY SKILLS

A. Map, Globe, and Graphic Skills
1. Identify directions and map orientation skills by using a compass, battle map, route map, and atlas coordinates
2. Interpret map symbols by using a battle map, resource map, and a ND state map

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3. Locate places on a map or a globe during discussion of exploration, colonization, and growth and change, including states and continents
4. Interpret social and political messages of cartoons during discussions of current events and growth and change
5. Read and construct charts, graphs, and diagrams using time lines, organizational charts, pie graphs and cross sectional diagrams
6. Select and use the appropriate map and artifact map for a purpose

B. Demonstrate chronology skills by constructing time lines for exploration, settling the west, and growth and change
C. Acquire new information through participating in class discussion on current events and history including the Turtle Mountains
D. Identify and use all parts of a text periodical, reference book including a dictionary, encyclopedia, almanac and atlas
E. Organize information from a variety of sources by taking notes, making outlines and bibliographies
F. Find information by using the card catalouge and special reference materials
G. Demonstrate comprehension of data by summarizing and/or stating the main ideas of the differences between New England, the Middle and Southern Colonies
H. Communicate ideas orally and in writing
I. Develop a working vocabulary of key Social Studies terms
J. Follow directions
K. Operate a computer
   1. use a perpared instructional or reference program
   2. enter and retrieve information gathered from a variety of sources

II. CRITICAL/CREATIVE THINKING SKILLS

A. Does not apply
B. Classify and group information according to criteria
   1. list the causes of major conflicts in U.S. History and the students will group the causes as to Political, Social, Economical
   2. list some of the Indian tribes that lived in the U.S. at the time of European settlement and the geographic area each was located
C. Students will demonstrate ability to solve problems and utilize problem solving procedures
D. Make decisions following considerations of alternatives and consequences
E. Ask appropriate and searching questions in discussions,debates

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F. Distinguish facts from opinion
G. Explain cause and effect relationships
H. Recognize different points of view
I. Detect bias and contradictions in information
J. Make inferences from evidence and draw conclusions
K. Recognize instances in which more than one interpretation of facts is valid

III. SOCIAL PARTICIPATION/INTERPERSONAL SKILLS

A. Students will develop a positive self concept through social experiences and describe his/her positive characteristics
B. With teacher guidance students will develop a sense of pride in having done a task well
C. Students will develop a perception about the feelings of other human beings
D. Students will engage in cooperative participation in large and small groups in playground activities and group instruction
E. Through teacher leadership students will realize the need to be responsible for their own actions via personal experiences and accountability for those actions
F. Students will demonstrate respect for the rights, property and beliefs of others through everyday interactions
G. Express personal opinions and convictions
   1. Students will be encouraged to express their personal opinions and convictions in controversial topics
   2. Students will express personal opinions and convictions in decision making processes
H. Accept view point diversity in individuals, ideas, values
   1. Students will, using columns and editorials in daily newspapers, acquire an appreciation of individuals ideas, values, and points of view are diverse
   2. Students will appreciate the fact that individuals in a democratic society have, and willingly express varied points of view
I. Recognize ones own biases and prejudices.Does not apply
J. Use sources of information from the community
K. On a daily basis, students will be exposed to contemporary issues affecting society through use of the media
   1. Students will learn to critique current events and become involved and informed members of society

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GRADE 6

SOCIAL STUDIES OBJECTIVES

FOCUS:

Getting acquainted with our world by looking at ancient civilizations, geography, and life styles of Europe, Africa, Asia, and Australia (Eastern Hemisphere)

TOPICS:

Geography (1 week)
Lands and Climates of the world (1 week)
People of the world/Turtle Mountain (1 week)
The ancient world and early cultures (1 week)
Ancient Greece and Rome (2 weeks)
Rise of Modern civilization (1 week)
The eastern hemisphere continents (7 weeks each on Europe, Africa, Asia, and Australia)
Current Issues (to be incorporated into each topic area)

CONCEPTS:

map symbols	maps	atlas
globe	time zones	landmasses
bodies of water	landforms	change
climate	people	environment
culture	language	technology
civilization	time lines	land regions
resources	charts/tables	industry
government	economy	graphs
hemisphere	diversity	families
Turtle Mountains	current issues	

SKILL OBJECTIVES

I. BASIC/STUDY SKILLS:

A. Map, globe, and graphic skills
   1. identify directions and orient a map
   2. interpret map/globe symbols and describe changes in the earth's surface
   3. locate places on a map/globe (be able to name, locate and spell the names of the continents, major landforms, and oceans of the world
   4. does not apply
   5. read and construct charts, graphs, pictures and maps (statistical and organizational charts; pie, bar, and line graphs; population, political, elevation, historical, and economic activity maps)
   6. select and use the appropriate map and artifact for a purpose

B. Demonstrate chronology skills by locating and sequencing data on timelines and time zones

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C. Acquiring new information through listening, observing, and reading
D. Identify and use all parts of a text, periodical, and reference books including dictionary, encyclopedia, almanac, and atlas
E. Organize information from a variety of sources by taking notes and making outlines
F. Does not apply
G. Demonstrate comprehension of data by summarizing and stating main ideas in own words
H. Communicate ideas orally and in writing (reports on varying aspects of countries in the Eastern Hemisphere)
I. Develop a working vocabulary of 6th grade key social studies concepts
J. Follow directions
K. Operate a computer
   1. using prepared instruction or reference programs
   2. to enter and retrieve information gathered from a variety of sources

II. CRITICAL/CREATIVE THINKING SKILLS

A. Compare similarities and differences among two or more objects, ideas, events and situations pertaining to the countries in the Eastern Hemisphere
B. Classify and group information according to criteria (interpret a variety of tables, charts, graphs, and pictures)
C. Does not apply
D. Make decisions following considerations of alternatives and consequences
E. Ask appropriate and searching questions in discussions and debates about countries in the Eastern Hemisphere and current events
F. Distinguish fact from opinion about different countries through discussion, and information obtained from textbook, newspapers, and T.V.
G. Does not apply
H. Recognize different points of view within the classroom and through the various types of media
I. Detect bias and contradictions in information obtained from textbooks, newspapers, and T.V.

I. SOCIAL/INTERPERSONAL SKILLS

A. Describe his/her positive characteristics
B. Take pride in doing a task well
C. Show sensitivity to feelings of others
D. Participate cooperatively, as leader and member, in large and small groups
E. Accept responsibility for ones own actions
F. Demonstrate respect for rights, property, and beliefs of others

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G. Express personal opinions and convictions
H. Accept view point diversity in individuals, ideas, and values
I. Recognize ones own biases and prejudices
J. Use sources of information from the community including newspapers, individuals and events
K. Keep informed on current issues through T.V. and newspapers

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GRADE 7

SOCIAL STUDIES

AMERICAN HISTORY

FOCUS:

The focus will be on; exploring the New World, resources, people, and geography of the Western Hemisphere, and issues affecting people today.

TOPICS:

Geography of the Western Hemisphere (2 weeks)
Our country is discovered and explored (3 weeks)
Settlers in English America (2 weeks)
The English colonies grow (2 weeks)
Establishing a new government (4 weeks)
A new nation grows in size and strength (2 weeks)
The nation divided (2 weeks)
Restoring the union (1 week)
The United States becomes and industrial giant (2 weeks)
The disappearing frontier (2 weeks)
Urban America in the making (2 weeks)
Rise to world power (3 weeks)
World War II and its aftermath (3 weeks)
Geography of the Turtle Mountains (2 weeks)
Current issues (to be taught throughout the above topics 4 weeks)

CONCEPTS:

Hemispheres, crusades, civilizations, colonies, slavery, Parliament, massacres, federal system, confederation, tariff, embargo, suffrage, spoils system, reform, prohibition, squatters, Manifest Destiny, Civil Service reform, monopoly, nomad, homestead, epidemics, collective bargaining, the Depression, humanitarian

SKILL OBJECTIVES

I. BASIC/STUDY SKILLS

A. Map, Globe, and graphic skills
   1. identify directions and orient a map
   2. interpret map symbols
   3. locate places on a map/globe
   4. interpret social and political messages of cartoons
   5. read and construct charts, graphs, picture and maps
   6. select and use the appropriate map and artifact for a purpose

B. Demonstrate chronology skills by locating and sequencing data on timelines

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C. Acquiring new information through listening, observing, and reading
D. (Does not apply)
E. Organize information from a variety of sources by taking notes and making outlines
F. (Does not apply)
G. Demonstrate comprehension of data by summarizing and stating main ideas in own words
H. Communicate ideas orally and in writing
I. Develop a working vocabulary of 7th grade key American History concepts
J. Follow directions
K. Operate a computer
   1. use a prepared instructional or reference program
   2. enter and retrieve information gathered from a variety of sources

II. CRITICAL/CREATIVE THINKING SKILLS

A. Compare similarities and differences among two or more objects, ideas,events and situations
B. Classify and group information according to criteria
C. Students will demonstrate ability to solve problems and utilize problem solving procedures
D. Does not apply
E. Ask appropriate and searching questions in discussion and debates
F. Distinguish facts from opinion through discussion and information obtained from newspapers textbooks and television
G. (Does not apply)
H. Recognize different points of view within the classroom and through various types of media
I. (Does not apply)
J. Make inferences from evidence and draw conclusions
K. (Does not apply)

III. SOCIAL PARTICIPATION/INTERPERSONAL SKILLS

A. Describe his/her positive characteristics
B. Take pride in doing a task well
C. Show sensitivity to feelings of others
D. Participate cooperatively, as leader and member in large and small groups
E. Accept responsibility for ones own actions
F. Demonstrate respect for rights, property, and beliefs of others
G. Express personal opinions and convictions
H. Accept view point diversity in individuals, ideas, and values
I. Recognize ones own biases and prejudices
J. Use sources of information from the community including newspapers, individuals and events
K. Keep informed on current issues through T.V. and newspapers

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GRADE 8

SOCIAL STUDIES

WORLD GEOGRAPHY

FOCUS:

The development of an understanding that cultural similarity and diversity exists in an interdependent world. The course will provide a focus for the students which will give them an opportunity to discover the world and its main geographical locations and a basic cultural study of the people who constitute a society.

TOPICS:

World Geography (2 weeks)
Geography of the Turtle Mountains (1 week)
People and Culture (3 weeks)
Historical facts (1 week)
Current Issues (2 weeks)

CONCEPTS:

map	globe
culture is patterned	culture is learned
cultures change	atlas
economics	current issues
political structure	continents
oceans	culture
change	people
environment	climate
technology	traditions
societies	alternatives

SKILL OBJECTIVES

I. BASIC/STUDY SKILLS

A. Use map, globe and graphic skills
   1. identify directions and orient a map
   2. interpret map symbols
   3. locate places on a map or globe
   4. interpret social and political messages of cartoons.
   5. read and construct charts, graphs, pictures and maps
   6. select and use the appropriate map and artifact for a purpose

B. (Does not apply)

C. Acquire new information through listening, observing and reading

D. Identify and use all parts of a text, periodical, reference book including dictionary, encyclopedia, almanac and atlas

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E. Organize information from a variety of sources by taking notes, making outlines and bibliographies

F. Find information by using the card catalog and special reference materials
G. Demonstrate comprehension of data by summarizing and stating main idea in known words
H. Communicate ideas orally and in writing
I. Develop a working vocabulary of key social studies concepts and vocabulary
J. Follow directions

II. CRITICAL/CREATIVE THINKING SKILLS

A. Compare similarities and differences among two or more objects, ideas, events and situations
B. Classify and group information according to criteria
C. Demonstrate ability to solve problems and utilize problem solving procedures when interpreting current issues
D. (Does not apply)
E. Ask appropriate and searching questions in discussions debates
F. Distinguish facts from opinion when discussing current issues
G. Explain cause and effect relationships
H. Recognize different points of view when discussing current issues
I. Detect bias and contradictions in information
J. Make inferences from evidence and draw conclusions
K. Recognize instances in which more than one interpretation of facts is valid

III. SOCIAL PARTICIPATION/INTERPERSONAL SKILLS

A. Describe his/her positive characteristics
B. Take pride in doing a task well
C. Show sensitivity to feelings of others
D. Participate cooperatively, as a leader and a member in large and small groups
E. Accept responsibility for ones own actions
F. Demonstrate respect for rights, property and beliefs of others
G. Express personal opinions and convictions
H. Accept view point diversity in individuals, ideas and values
I. Recognize ones own biases and prejudices
J. Use sources of information from the community including newspaper, individuals and events
K. Keep informed on current issues through T.V., newspapers and community resource people
L. Interact with a wide range of community resource people in the classroom and at community events

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GRADE 8

SOCIAL STUDIES

NORTH DAKOTA HISTORY

FOCUS:

An interdisciplinary look at the heritage, cultures, resources, people and laws of North Dakota and the Turtle Mountain Reservation. The course will provide a focus for students which will give them an opportunity to develop personal perspectives on current issues and future directions for their state and the Turtle Mountain Tribe.

TOPICS:

Geography of N D (3 weeks)
Industry, Resources and Economics of N D (2 weeks)
Industry, Resources and Economics of T M Res (1 week)
People and Cultures (6 weeks)
History of N D and Turtle Mt (6 weeks)
Current Issues (3 weeks)
Laws of N D and the Turtle Mt Reservation (3 weeks)
Government of N D and the Turtle Mt Tribe (3 weeks)

CONCEPTS:

climate	resources	agriculture
code of law	economics	natural resources
elections	constitution	legislature
judicial	executive	local government
governor	centennial	federal - state relations
rights	immigrants	federal - tribal relations
bill	fur trade	current issues
forts	statehood	transportation
politics	famous people	technology
embargo	environment	human resources
map	globe	cardinal directions
longitude	latitude	responsibilities
rights	leadership	tribal government
change	treaties	wheat bonanza
depression	recession	state government
taxes	diplomacy	Garrison Diversion

church role in state development

SKILL OBJECTIVES

I. BASIC/STUDY SKILLS

A. Use map, globe and graphic skills
   1. identify directions and orient a N D state map
   2. interpret map symbols on a N D state map
   3. locate N D on a world map or globe
   4. interpret social and political messages of cartoons

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5. read and construct charts, graphs, pictures and maps
6. select and use the appropriate map and artifact for a purpose

B. Demonstrate chronology skills by locating and sequencing data about N D on time lines, calendars, clocks
C. Acquire new information through listening, observing and reading
D. Identify and use all parts of a text , periodical, reference books, including dictionary, encyclopedia, almanac and atlas
E. Organize information from a variety of sources by taking notes, making outlines and bibliography
F. Find information about N D and the Turtle Mountain Reservation by using the card catalog and special reference materials
G. Demonstrate comprehension of data about N D and the Turtle Mountain Reservation by summarizing and stating main idea in known words
H. Communicate ideas orally and in writing
I. Develop a working vocabulary of key social studies concepts and vocabulary
J. Follow directions

II. CRITICAL/CREATIVE THINKING SKILLS

A. Compare similarities and differences between state and tribal government
B. Classify and group information about N D and the Turtle Mountain Tribe according to criteria
C. Demonstrate ability to solve problems and utilize problem-solving procedures
D. Make decisions following consideration of alternatives and consequences
E. Ask appropriate and searching questions in discussions and debates
F. Distinguish fact from opinion
G. Explain cause and effect relationships
H. Recognize different points of view
I. Detect bias and contradictions in information
J. Make inferences from evidence and draw conclusions
K. Recognize instances in which more than one interpretation of facts is valid

III. SOCIAL PARTICIPATION/INTERPERSONAL SKILLS

A. Describe his/her positive characteristics
B. Take pride in doing a task well
C. Show sensitivity to feelings of others
D. Participate cooperatively as a leader and a member in large and small groups
E. Accept responsibility for one's own actions
F. Demonstrate respect for rights, property and beliefs of different cultures

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G. Express personal opinions and convictions when discussing current issues
H. Accept viewpoint diversity in individuals, ideas, and values when learning about a culture other than their own
I. Recognize one's own biases and prejudices
J. Use sources of information from the community including newspapers, individuals and events
K. Keep informed on current issues affecting N.D. and the Turtle Mountain Tribe through TV, newspapers and other sources
L. Interact with a wide range of community resource people in the classroom and at community events

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GRADE 12
SOCIAL STUDIES
AMERICAN GOVERNMENT

FOCUS:

Upon completiion of the course, students will have a basic understanding of American Government, it's origin, branches and various functions. In addition, the student will also gain a functional knowledge of their state and tribal governments.

TOPICS:

Origins of American Government - 2 weeks
The consititution - 1 week
Federalism - 1 week
Structure of government - 6 weeks
Political participation and influence - 2 weeks
State and local governments - 4 weeks
Civil liberties and rights - 2 weeks

CONCEPTS:

Theories of government, Various kinds of government, Division of powers, Principals of the consititution, The legislative branch, The executive branch, The judicial branch, Political parties, Public opinion and participation, Pressure groups (lobbyist), The media, Suffrage and the right to vote, State government, Tribal government, City government, Bill of rights, First amendment freedoms, Rights of the accused person, Equal protection under the law.

SKILL OBJECTIVES

I. BASIC/STUDY SKILLS (The student will practice the following skills in all concepts of the course)

A. Does not apply.
B. Does not apply.
C. Acquire new information through listening, observing and reading.
D. Idenify and use all parts of a text, periodical, reference book including the disctionary, encyclopedia, almanac and atlas.
E. Organize information from a variety of sources by taking notes, outlines and bibliographies.
F. Find information by using the card catalog and special reference materials.
G. Demonstate comprehension of data by summarazing and stating main ideas in known words.
H. Communicate ideas orally and in writing.
I. Develop a working vocabulary of key social studies concepts.
J. Follow directions.

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K. Operate a computer
1. using prepared instructional or reference programs.
2. to enter and retrieve information gathered from a variety of sources.

II. CRITICAL/CREATIVE THINKING SKILLS

A. Compare similarities and differences among two or more objects, ideas, events and situations.
B. Classify and group information according to criteria.
C. Demonstrate ability to solve problems and utilize problem solving procedures.
D. Make decisions following considerations of alternatives and consequences.
E. Ask appropriate and searching questions in discussions and debates.
F. Distinquish fact from opinion.
G. Explain cause and effect relationships.
H. Recognize different points of view.
I. Detect bias and contradictions in information.
J. Make inferences from evidence and draw conclusions.
K. Recognize instances in which more than one interpretation of facts is valid.

III. SOCIAL PARTICIPATION/INTERPERSONAL SKILLS

A. Describe his/her positive characteristics.
B. Take pride in doing a task well.
C. Show sensitivity to the feelings of others.
D. Participate cooperatively, as a leader and a member in large and small groups.
E. Accept responsibilities for one's own action.
F. Demonstrate respect for rights, property, and the beliefs of others.
G. Express personal opinions and convictions.
H. Accept view point diversity in individuals, ideas and values.
I. Recognize one's own biases and prejudices.
J. Use sources of information from the community including newspapers, individuals and events.
K. Keep informed on currrent issues through T.V. and newspapers.
L. Inrteract with a wide range of community resource people in the classroom and at community events.

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GRADES 10-12
SOCIAL STUDIES
GEOGRAPHY A

FOCUS:

A survey of the physical aspects of Geography throughout the world with a special emphasis on the State of North Dakota. The State of North Dakota is examined throughly in terms of it's geographical, social, cultural, and political aspects.

TOPICS:

Continents, Why geography, Globes and maps, Earth and space, Changing places, People, Climate patterns. North Dakota: A vital area, History, Government, Economic life, Continuing issues.(All of these topics to be covered in periods of one week each)

CONCEPTS:

Environment, Geography, Industry, Natural and cultural features, Regions, Natural and cultural resources, Globes and maps, Projections, Solar system, Changes, Earth, Drifting continents, Weather and climate, Ice age, People, Language, Culture, Glaciers, Water, Seasons, Soils, Conservation, Game, Agriculture, Livestock, Population, Energy, Indian history, Fur trade, Government, Transportation, Statehood, Political years, Education, Settlements, Economy, Garrison Diversion.

SKILL OBJECTIVES

I. BASIC/STUDY SKILLS (The student will practice the following skills in all concepts of the course)

A. Using map, globe, and graphic skills
   1. identify directions and orient a map.
   2. interpret map symbols.
   3. locate places on a map or globe.
   4. interpret social and political messages of cartoons.
   5. read and construct charts, graphs, pictures and maps.
   6. select and use appropriate map and artifact for a purpose.

B. Does not apply.
C. Does not apply.
D. Does not apply.
E. Does not apply.
F. Find information by using the card catalog and special reference materials.
G. Does not apply.
H. Does not apply.

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I. Develop a working vocabulary of keys, concepts, and vocabulary.
J. Does not apply.

II. CRITICAL/CREATIVE THINKING SKILLS

A. Compare similarities and differences among two or more objects, ideas, events, and situations of the following:
1. Environment
2. Geography
3. Natural and Cultural features
4. Regions
5. Natural and Cultural resources
6. Solar System
7. Weather and climate
8. Seasons
9. Conservation
10. Animals
11. Population
12. Energy
13. Education
14. Projections

B. Does not apply.
C. Does not apply.
D. Does not apply.
E. Ask appropriate and searching questions in discussions and debates for the following concepts:
1. Earth
2. People
3. Glaciers
4. Agriculture
5. Indian history
6. Fur trade
7. Economy
8. Settlements
9. Garrrison Diversion
10. Statehood

F. Distinquish facts from opinions for the following concepts:
1. Industry
2. Globes and maps
3. Changes
4. Drifting continents
5. Transportation
6. Government

G. Does not apply.
H. Does not apply.
I Does not apply.
J. Does not apply
K. Recognize instances in which more than one interpretation of facts is valid for the following concepts:
1. Government
2. Political years
3. Statehood

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4. Changes

L. Operate a computer
   1. Use a prepared instructional or reference program.
   2. Use a computer to enter and retrieve information gathered from a variety of sources.

III. SOCIAL PARTICIPATION/INTERPERSONAL SKILLS (The students will practice the following skills in all of the concepts of the course)

A. Describe his/her positive characteristics
B. Take pride in doing a task well.
C. Show sensitivity to the feelings of others.
D. Participate cooperatively, as a leader and a member in large and small groups.
E. Accept responsibility for one's own actions.
F. Demonstrate respect for rights, property, and beliefs of others.
G. Does not apply.
H. Does not apply.
I. Recognize one's own biases and prejudices.
J. Use sources of information from the community including newspapers, individuals and events.
K. Keep informed on current issues through TV and newspapers.
L. Does not apply.

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GRADES 10-12
SOCIAL STUDIES
GEOGRAPHY B1

FOCUS:

An investigation of the physical and cultural features of the earth and the effects on it's people. Understanding geographical factors as a means to identify and consider solutions to world problems.

TOPICS:

North America, South America, Africa, Europe, Asia, Australia and Oceania (each of these topics covered in a period of three weeks)

CONCEPTS:

Physical regions, Topography, Natural vegetation, Natural resources, Climate, Environments, History, Religions, Languages, Government, Energy, People, Cities, Architecture, Transportation, Time zones, Tourism, Careers, Cultures, Population, Precipitation, Political boundaries, Economy, Oceans and waterways, Agriculture, Pollution, Industrialization, Imports and exports, Soils, Manufacturing, Communications, Problems, Animals, Future prospects.

SKILL OBJECTIVES

I. BASIC/STUDY SKILLS (The student will practice the following skills in all concepts of the course)

A. Using map, globe, and graphic skills
   1. identify directions and orient map.
   2. interpret map symbols
   3. locate places on a map or globe.
   4. interpret social and political messages of cartoons.
   5. read and construct charts, graphs, pictures and maps.
   6. Select and use appropriate map and artifact for a purpose.

B. Does not apply.
C. Does not apply.
D. Does not apply.
E. Does not apply.
F. Find information by using the card catalog and special reference materials.
G. Does not apply.
H. Does not apply.
I. Develop a working vocabulary of keys, concepts, and vocabulary.
   Does not apply.

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II. CRITICAL/CREATIVE THINKING SKILLS

A. Compare similarities and differences among two or more objects, ideas, events and situations of the following:
   1. Physical regions
   2. Topography
   3. Natural vegetation
   4. Natural resources
   5. Climate
   6. Environment
   7. Energy
   8. Time Zones
   9. Population
   10. Oceans and Waterways
   11. Exports and Imports
   12. Manufacturing
   13. Animals

B. Does not apply
C. Does not apply
D. Does not apply
E. Ask appropriate and searching questions in discussions and debates for the following concepts:
   1. History
   2. People
   3. Cities
   4. Economy
   5. Agriculture
   6. Tourism - Resorts, Monuments, National Parks, etc.

F. Distinquish facts from opinion in the following concepts:
   1. Architecture
   2. Transportation
   3. Cultures
   4. Political boundaries
   5. Industrialization
   6. Communications
   7. Problems
   8. Government

G. Does not apply
H. Does not apply
I. Does not apply
J. Does not apply
K. Recognize instances in which more than one prediction and interpretation of facts is valid in the following concepts:
   1. Religions
   2. Languages
   3. Government
   4. Future prospects
   5. Problems
   6. Pollution
   7. Cultures
   8. Careers

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L. Computer skills
   1. Operate a computer using prepared instructional or reference programs.
   2. Operate a computer to enter and recieve information gathered from a variety of sources.

III. SOCIAL PARTICIPATION/INTERPERSONAL SKILLS (The student will practice the following skills in all of the concepts of the course)

A. Describe positive characteristics.
B. Take pride in doing a task well.
C. Show sensitivity to the feelings of others.
D. Participate cooperatively, as leader and member in large and small groups.
E. Accept responsibility for one's own actions.
F. Demonstrate respect for rights, property and the beliefs of others.
G. Does not apply.
H. Does not apply.
I. Recognize one's own biases and prejudices.
J. Use sources of information from the community including newspapers, individuals and events.
K. Keep informed on current issues through TV and newspapers.
L. Does not apply.

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GRADES 10-12
SOCIAL STUDIES
PSYCHOLOGY
1 SEMESTER (ELECTIVE)

FOCUS:

Psychology will acquaint the student with behavior, helping them understand themselves and people around them. Content focuses on history, learning, workings of the body, lifespan, personality and adjustment.

TOPIC:

Introduction to Psychology - 1 week
Learning and Cognitive Processes - 3 weeks
Workings of Mind and Body - 5 weeks
Lifespan - 4 weeks
Personality and Individuality - 3 weeks
Death and Dying - 1 week

CONCEPTS:

Insight	Mnemonic Devices	Basic Science
Applied Science	Famous Psychologists	Behavior
Conditioning	Stimulus-Response	Extinction
Reinforcement	Aversion	Memory
Forgetting	Behavior Modification	Thinking
Problem Solving	Creativity	Nervous Systems
Endocrine System	Brain Stimulation	Evolution
Sociobiology	Sensation	Perception
Motivation	ESP	Sleep and Dreams
Hypnosis	Hallucinations	Drug States
Biofeedback	Sensory Deprivation	Meditation
Infancy	Childhood	Maturation
Mental Retardation	Language	Socialization
Adolescence	Emotional Development	Peer Group
Adulthood	Old Age	Behaviorism
Humanism	Trait	Stress
Conflict	Intellectual Development	
Intellectual Development		
Psychological Testing		
Maslow's Hierarchy of Needs		

SKILL OBJECTIVES

I. BASIC/STUDY SKILLS

A. Use map, globe and graphic skills
1. (Does not apply)
2. (Does not apply)
3. (Does not apply)
4. (Does not apply)

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5. Read and construct charts, graphs, pictures and maps in the following concepts
   a. Adolescence
   b. Conditioning
   c. Test Scores
   d. Endocrine System
   e. Maslow's Hierarchy of Needs
   f. Personality Theories
6. (Does not apply)

B. (Does not apply)

C. Acquire new information through listening, observing and reading in all of the concepts

D. Identify and use all parts of a text, periodical, reference book including dictionary, encyclopedia, almanac and atlas

E. Organize information from a variety of sources by taking notes, making outlines and bibliographies in all of the concepts

F. Find information by using the card catalog and special reference materials

G. Demonstrate comprehension of data by summarizing and stating main ideas in known words in all concepts

H. Communicate ideas orally and in writing in all concepts

I. Develop a working vocabulary of key social studies concepts and vocabulary

J. Follow directions

K. Operate a computer
   1. Use a prepared instructional or reference program
   2. Enter and retrieve information gathered from a variety of sources

II. CRITICAL/CREATIVE THINKING SKILLS

A. Compare similarities and differences among two or more objects, ideas, events and situations in the following concepts
   1. Famous Psychologists
   2. Conditioning
   3. Creativity
   4. Altered States of Consciousness
   5. Intellectual and Emotional Development
   6. Personality Theories

B. Classify and group information according to criteria in the following concepts
   1. Famous Psychologists
   2. Drug States
   3. Death and Dying
   4. Nervous Systems

C. Demonstrate ability to solve problems and utilize problem solving procedures in the following concepts

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1. Mnemonic Devices
2. Memory
3. Thinking
4. Evolution
5. Extrasensory Perception
6. Mental Retardation
7. Adolescence
8. Stress and Conflict

D. Make decisions following considerations of alternatives and consequences in the following concepts
   1. Creativity
   2. Perception
   3. Maslow's Hierarchy of Needs
   4. Adulthood and Old Age
   5. Socialization
   6. Psychological Testing

E. Ask appropriate and searching questions in discussions and debates in the following concepts

F. Distinguish facts and opinions

G. Explain cause and effect relationships
   1. Creativity
   2. Perception
   3. Maslow's Hierarchy of Needs
   4. Adulthood and Old Age
   5. Socialization
   6. Psychological Testing

H. Recognize different points of view in all concepts

I. (Does not apply)

J. Make inferences from evidence and draw conclusions in all of the concepts

K. Recognize instances in which more than one interpretation of facts is valid in the following concepts
   1. Conditioning
   2. Famous Psychologists
   3. Creativity
   4. Extrasensory Perception
   5. Socialization
   6. Lifespan
   7. Personality Theories
   8. Psychological Testing
   9. Stress and Conflict

III. SOCIAL PARTICIPATION/INTERPERSONAL SKILLS

The student will practice the following skills in all of the concepts of the course

A. Describe his/her positive characteristics
B. Take pride in doing a task well
C. Show sensitivity to feelings of others
D. Participate cooperatively, as a leader and a member in large and small groups

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E. Accept responsibility for ones own actions
F. Demonstrate respect for rights, property, and beliefs of others
G. Express personal opinions and convictions
H. Accept viewpoint diversity in individuals, ideas and values
I. Recognize ones own biases and prejudices
J. Use sources of information from the community including newspaper, individuals and events
K. Keep informed on current issues through T.V. and newspapers
L. Interact with a wide range of community resource people in the classroom and community events

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GRADES 11-12
SOCIAL STUDIES
SOCIOLOGY 1 SEMESTER (ELECTIVE)

FOCUS:

Sociology will develop an awareness of our society helping the student have the basis for making appropriate social decisions. Content focuses on an introduction to sociology, science and methods, culture, socialization, sex roles, deviance and social control, racial and ethnic relations and the family.

TOPICS:

Introduction to Sociology - 1 week
Science and methods in Sociology - 2 weeks
Culture - 2 weeks
Socialization - 2 weeks
Sex Roles - 2 weeks
Deviance and Social Control - 2 weeks
Racial and Ethnic Relations - 2 weeks
The Family - 3 weeks
Death and Dying - 1 week
Values - 1 week

CONCEPTS:

Sociology	Famous Sociologists	Crime
European Origins	Field Observation	Values
Values	Research	Culture
Norms	Symbols	Language
Evolution	Sociobiology	Subcultures
Socialization	Conflict	Peers
Media	School	Workplace
Stereotypes	Sex Roles	Stratification
Group Dynamics	Bureaucracy	Deviance
Social Control	Inequality	War on Poverty
Welfare	Racial Relations	Ethnic Relations
Minority Groups	Domination	Accommodation
Prejudice	Family	Marriage
Divorce	Violence	

Sociological Theories(Economic, Political and Social)
Cross-Cultural Variation
Institutionalized Discrimination

SKILL OBJECTIVES

I. BASIC/STUDY SKILLS

A. Use map, globe and graphic skills
1. (Does not apply)
2. (Does not apply)

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3. Locate places on a map or globe
   a. Culture
   b. War on Poverty
4. (Does not apply)
5. Read and construct charts, graphs, pictures and maps
   a. Crime
   b. Field Observation
   c. Sex roles
   d. Bureaucracy
   e. Deviance
   f. War on Poverty
   g. Marriage and Divorce
6. (Does not apply)

B. (Does not apply)

C. Acquire new information through listening, observing and reading in all of the concepts

D. Identify and use all parts of a text, periodical, reference book including dictionary, encyclopedia, almanac and atlas in all concepts

E. Organize information from a variety of sources by taking notes and making outlines and making bibliographies in all concepts

F. Find information by using the card catalog and special reference materials

G. Demonstrate comprehension of data by summarizing and stating main idea in known words in all of the concepts

H. Communicate ideas orally and in writing in all concepts

I. Develop a working vocabulary of key social studies concepts and vocabulary

J. Follow directions

K. Operate a computer
   1. use a prepared instructional or reference program
   2. enter and retrieve information gathered from a variety of sources

II. CRITICAL/CREATIVE THINKING SKILLS

A. Compare similarities and differences among two or more objects, ideas, events and situations in the following concepts
   1. Culture
   2. Socialization
   3. Sex roles
   4. Minority Groups
   5. Family
   6. Cross-Cultural variation

B. Classify and group information according to criteria in the following concepts
   1. Culture
   2. Norms

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3. Stereotypes
4. Sex roles

C. Demonstrate ability to solve problems and utilize problem-solving procedures in the following concepts
   1. Crime
   2. Sociological Theories
   3. Sex Roles
   4. Group Dynamics
   5. Deviance
   6. War on Poverty
   7. Welfare
   8. Race and Ethnic Relations
   9. Prejudice
   10. Divorce
   11. Violence

D. Make decisions following considerations of alternatives and consequences in the following concepts
   1. Field Observation
   2. Research
   3. Social Control
   4. Institutionalized Discrimination

E. Ask appropriate and searching questions in discussions and debates in all concepts

F. Distinguish fact from opinion in all concepts

G. Explain cause and effect relationships in the following concepts
   1. Crime
   2. Conflict
   3. Stereotypes
   4. Deviance
   5. Social Control
   6. Inequality
   7. Racial and Ethnic Relations
   8. Violence

H. Recognize different points of view in all concepts

I. Detect bias and contradictions in information

J. Make inferences from evidence and draw conclusions in all of the concepts

K. Recognize instances in which more than one interpretation of facts is valid

III. SOCIAL PARTICIPATION/INTERPERSONAL SKILLS

The student will practice the following skills in all of the concepts of the course

A. Describe his/her positive characteristics

B. Take pride in doing a task well

C. Show sensitivity to feelings of others

D. Participate cooperatively as a leader and a member in large and small groups

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E. Accept responsibility for ones own actions
F. Demonstrate respect for rights, property and beliefs of others
G. Express personal opinions and convictions
H. Accept viewpoint diversity in individuals, ideas and values
I. Recognize ones own biases and prejudices
J. Use sources of information from the community including newspaper, individuals and events
K. Keep informed on current issues through T.V. and newspapers
L. Interact with a wide range of community resource people in the classroom and at community events

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GRADES 10-12
SOCIAL STUDIES
U.S. HISTORY

FOCUS:

By the end of the course, the student will understand the sequential development of the United States from it's founding until the present. The student will also have a basic understanding of the major social, political, and economic events that were a part of this development.

TOPICS:

The old and the new world - 1 week
Revolution and a New Nation - 2 weeks
A new government - 2 weeks
Jeffersonian Democracy - 1 week
The age of Jackson - 1 week
An industrial revolution - 2 weeks
Plantation systems and slavery - 1 week
Civil War - 2 weeks
Reconstruction - 2 weeks
The gilded age - 1 week
The Progressive Era - 1 week
Rise to world power - 1 week
World War I - 2 weeks
The 20's and Prosperity - 1 week
The Great Depression - 2 weeks
The New Deal - 1 week
World War II - 2 weeks
Cold War and Korea - 2 weeks
The age of affluence - 2 weeks
The Great Society - 2 weeks
Stress and cultural change - 2 weeks
Now and in the future - the nuclear age - 2 weeks

CONCEPTS:

Different cultures and the new world, Life in colonial times, The mind of colonial america, Colony to province, The debate over independence, Articles of confederation, A federal republic, Hamilton's financial system, Jeffersonians, The war of 1812, John Marshal and federal power, Whigs, Social reform, Industrial revolution, Plantation system, Slavery system, Manifest destiny, The comromise of 1850, Secession, Emancipation, Reconstruction, Jim Crow laws, Expansionism, Unionism, Immigration, Populists and reform, Progressives, Wilson and the new freedom, Imperialism, Big stick, Dollar diplomacy, The homefront in war time, Red scare, Great depression, F.D.R.'s first 100 days, New deal, Neutrality, Undeclared war and the axis, The grand alliance, Cold war, Policy of massive retaliation, Complacency and conformity, Seeking an accomodation,

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Promise of the new frontier, Great society, Problem in southeast asia, Growth of the counter culture, Watergate and the lost presidency, S.A.L.T., Deterrance, Triad, M.A.D., Nuclear Winter.

SKILL OBJECTIVES

I. BASIC/STUDY SKILLS (The student will practice the following skills in all concepts of the course)

A. Using map, globe and graphic skills

1. identify directions and orient a map.
2. interpret map symbols.
3. locate places on a map or globe.
4. interpret social and political messages of cartoons.
5. read and construct charts, graphs, pictures and maps.
6. select and use appropriate map and artifact for a purpose.

B. Does not apply.
C. Acquire new information through listening, observing and reading.
D. Identify and use all parts of a text, periodical, and reference book including a dictionary, encyclopedia, almanac and atlas.
E. Organize information from a variety of sources by taking notes, making outlines and bibliographies.
F. Find information using the card catalog and special reference materials.
G. Demonstrate comprehension of data by summarizing and stating main ideas in known words.
H. Communicate ideas orally and in writing.
I. Develop a working vocabulary of key social studies concepts.
J. Follow directions.
K. Operate a computer
1. using prepared instructional or reference programs.
2. to enter and retrieve information gathered from a variety of sources.

II. CRITICAL/CREATIVE THINKING SKILLS

A. Compare similarities and differences among two or more objects, ideas, events and situations.
B. Classify and group information according to criteria.
C. Demonstrate the ability to solve problems and utilize problem solving procedures.
D. Make decisions following considerations of alternatives and consequences.
E. Ask appropriate and searching questions in discussions and debates.
F. Distinquish fact from opinion.

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G. Explain cause and effect relationships.
H. Recognize different points of view.
I. Detect bias and contradicitionsf in information.
J. Make inferences from evidence and draw conclusions
K. Recognize instances in which more than one interpretation of facts is valid.

III. A. Describe his/her positive characteristics.
B. Take pride in doing a task well.
C. Show sensitivity to the feelings of others.
D. Participate cooperatively, as leader and member in large and small groups.
E. Accept responsibility for one's own actions.
F. Demonstrate respect for rights, property and beliefs of others.
G. Express personal opinions and convictions.
H. Accept view point diversity in indviduals, ideas, and values.
I. Recognize one's own biases and prejudices.
J. Use sources of information from the community including newspapers, individuals and events.
K. Keep informed on current issues through T.V. and newspapers.
L. Does not apply.

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GRADES RECOMMENDED 10-12
SOCIAL STUDIES
CONTEMPORARY ISSUES
1 QUARTER (ELECTIVE)

FOCUS:

Contemporary Issues will focus on the major and current news happenings in the United States and the world so that they will have the basis of making good political, economic, and social decisions.

TOPIC:

Topics may change depending upon the needs and desires of the students

Current Events - ongoing for 9 weeks
Geographic Locations of Events - ongoing for 9 weeks
Third World - 2 days
Nuclear War - 4 days
Family - 3 days
Tribal Indian Contemporary Issues - 3 days
U.S. Economy - 3 days
Terrorism - 3 days
World Natural Resources - 2 days
World Population - 3 days

CONCEPTS:

Conflict	Continents	Third World
Family	Child Abuse	Tribal Government
Economy	Terrorism	Forms of Government
Famous People Today		
State of World Affairs		

SKILL OBJECTIVES

I. BASIC/STUDY SKILLS

A. Use map, globe and graphic skills
   1. Identify directions and orient a map in all concepts
   2. (Does not apply)
   3. Locate places on a map or globe in all concepts
   4. (Does not apply)
   5. (Does not apply)
   6. Select and use the appropriate map and for a purpose in the following concepts
      a. Current Events
      b. Tribal Issues
      c. World Population

B. (Does not apply)

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C. Acquire new information through listening, observing and reading in all of the concepts
D. Identify and use all parts of a text, periodical, reference book including the dictionary, encyclopedia, almanac and atlas in all concepts
E. Organize information from a variety of sources by taking notes, making outlines and bibliographies in all of the concepts
F. Find information by using the card catalog and special reference materials in all concepts
G. Demonstrate comprehension of data by summarizing and stating main ideas in known words in all concepts
H. Communicate ideas orally and in writing in all concepts
I. Develop a working vocabulary of key Social Studies concepts in Contemporary Issues
J. Follow directions
K. Operate a computer
    1. use a prepared instructional or reference program
    2. enter and retrieve information gathered from a variety of sources

II. CRITICAL/CREATIVE THINKING SKILLS

A. Compare similarities and differences among two or more objects, ideas, events and situations
    1. State of the World Affairs
    2. Forms of Government
B. Classify and group information according to criteria
    1. Continents
    2. Third World
    3. Forms of Government
    4. Famous People Today
C. Demonstrate ability to solve problems and utilize problem-solving procedures
    1. Conflicts
    2. Third World
    3. World Population
    4. U.S./World Economy
    5. Violence in the Family
    6. Terrorism
    7. Tribal Issues
D. Make decisions following considerations of alternatives and consequences
    1. Terrorism
    2. U.S./World Economy
    3. Third World
E. Ask appropriate and searching questions in discussions and debates in all concepts
F. Distinguish facts from opinion in all concepts
G. Explain cause and effect relationships in all concepts

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H. Recognize different points of view in all concepts
I. Detect bias and contradictions in information
J. Make inferences from evidence and draw conclusions in all concepts
K. Recognize instances in which more than one interpretation of facts is valid

III. SOCIAL PARTICIPATION/INTERPERSONAL SKILLS

The student will practice the following skills in all concepts of the course

A. Describe his/her positive characteristics
B. Take pride in doing a task well
C. Show sensitivity to feelings of others
D. Participate cooperatively, as a leader and a member in large and small groups
E. Accept responsibility for ones own actions
F. Demonstrate respect for rights, property, and beliefs of others
G. Express personal opinions and convictions
H. Accept viewpoint diversity in individuals, ideas and values
I. Recognize ones own biases and prejudices
J. Use sources of information from the community including newspaper, individuals and events
K. Keep informed on current issues through T.V. and newspapers
L. Interact with a wide range of community resource people in the classroom and community events

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GRADES 10-12
SOCIAL STUDIES
WORLD HISTORY - A
1 SEMESTER (REQUIRED FOR GRADUATION)

FOCUS:

World History - A will acquaint the student with the beginning of the universe and foundations of civilizations which would help the student understand the conditions of the state of the world today. Content focuses on the movements from the ancient traditional civilizations to the modern era.

TOPIC:

Beginnings of Western Civilization (Near East, Greek, Romans) - 5 weeks
Middle Ages in Europe - 3 weeks
Traditional Civilizations beyond Europe (Byzantine & Islamic, South Asia, China, Japan, Africa, Americas) - 5 weeks
Transition to modern times (Renaissance & reformation, rise of modern state, exploration & commercial revolution & scientific revolution & enlightenment) - 4 weeks

CONCEPTS:

civilization	prehistory	history
religion	achievements	architecture
status levels	forms of government	conflict
medieval society	church	monarchies
scientific thought	fanaticism	secularism
crusades	dynasties of China	Tokugawa Japan
lifestyles	empires	Renaissance
Reformation	balance of power	modern state
exploration	mercantilism	philosophes
deist	separation of powers	
Physical maps of continents		

SKILL OBJECTIVES

I. BASIC/STUDY SKILLS

The student will practice the following skills in all concepts of the course:

A. Map, Globe, and Graphic Skills
   1. identify directions and orient a map
   2. interpret map symbols

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3. locate places on a map/globe
4. interpret social and political messages of cartoons
5. read & construct charts, graphs, picture and maps
6. select & use the appropriate map and artifact for a purpose

B. Demonstrate chronology skills by locating and sequencing data on timelines
C. Acquiring new information through listening, observing & reading
D. Identify and use all parts of a text periodical and reference book including dictionary, encyclopedia, almanac, and atlas
E. Organize information from a variety of sources by taking notes, make outlines and make bibliographies
F. Find information by using the card catalog and special reference materials
G. Demonstrate comprehension of data by summarizing and stating main idea in known words
H. Communicate ideas orally and in writing
I. Develop a working vocabulary of key World History concepts
J. Follow directions

II. CRITICAL/CREATIVE THINKING SKILLS

A. Compare similarities and differences among two or more objects, ideas, events, and situations in the following concepts:
1. activity on Feudalism & Manorialism
2. religion
3. status levels
4. forms of government
5. monarchies
6. philosophes
7. Native American cultures

B. Does not apply
C. Students will demonstrate an ability to solve problems and utilize problem solving procedures in the following concepts:
1. Peloponnessian War
2. downfall of Roman Empire
3. American Revolution
4. French Revolution
5. Napoleon
6. Industrialization
7. Freud
8. modern political systems
9. imperialism
10. colonization of Africa and America
11. balance of power

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D. Make decisions following considerations of alternatives and consequences in the following concepts:
   1. religion
   2. scientific thought
   3. conflict
   4. fanatacism
   5. lifestyles
   6. reformation

E. Ask appropriate and searching questions in discussions and debates

F. Distinguish facts from opinion

G. The students will detect cause and effect relationships in the following concepts:
   1. civilization
   2. status levels
   3. Hundred Years War
   4. dynasties of China
   5. the state
   6. Tokugawa Japan

H. Recognize different points of view in the following concepts:
   1. religion
   2. scientific thought
   3. medieval society
   4. philosophes
   5. Renaissance
   6. Reformation
   7. Fanaticism

I. Detect bias and contradictions in information

J. Make inferences from evidence and draw conclusions in the following concepts:
   1. forms of government
   2. conflict
   3. achievements
   4. philosophes
   5. deism

K. Recognize instances in which more than one interpretation of facts is valid

III. SOCIAL PARTICIPATION/INTERPERSONAL SKILLS

The student will practice the following skills in all of the concepts of the course:

A. Describe his/her positive characteristics

B. Take pride in doing a task well

C. Show sensitivity to the feelings of others

D. Participate cooperatively, as leader and member, in large and small groups

E. Accept responsibility for one's own actions

F. Demonstrate respect for rights, property and beliefs of others

G. Express personal opinions and convictions

H. Accept view point diversity in individuals, ideas, and

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values.

I. Recognize one's own biases and prejudices
J. Use sources of information from the community including newspaper, individuals and events
K. Keep informed on current issues through T.V. and newspapers
L. Interact with persons in the community and participate in community events

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GRADES 10-12
SOCIAL STUDIES
WORLD HISTORY - B
1 SEMESTER (REQUIRED FOR GRADUATION)

FOCUS:

World History - B will acquaint the student with important events of the world which will help the student make educated, political and social decisions. Throughout the course, respect for world cultures will be emphasized. Content focuses from Industrialization to the fate of the future.

TOPIC:

Age of Revolutions (scientific, American, French, European) - 2 weeks
Nation Building (Europe and Americas) - 2 weeks
Industrialization & Political thought - 3 weeks
Age of Imperialism (Africa, South Asia, East Asia) - 3 weeks
World Wars - 3 weeks
Totalitarianism in 20th century (Russia, Germany, Italy, Spain) - 3 weeks
World in change (post war world) - 2 weeks

CONCEPTS:

revolution	forms of government	peasants
economic class	human rights	realism
Napoleon	conservatism	satellite
nationalism	nation-building	repression
anti-semitism	Creoles	tyranny
minorities	Wilson's Peace Ideals	dictatorship
world wars	peaceful coexistence	third world
exploitation	Mestizo (Metis)	monopoly
industrialization	urbanization	unionism
reform movement	welfare state	suffrage
romanticism	passive resistancem	Utopia
imperialism	South Africa	continents
monarchy	militarism	Cold War
liberalism	discrimination	nuclear war
world population	political & economic thought	

SKILL OBJECTIVES

I. BASIC/STUDY SKILLS

The student will practice the following skills in all concepts of the course:

A. Map, globe, and graphic skills
   1. identify directions and orient a map
   2. interpret map symbols
   3. locate places on a map/globe

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4. interpret social and political messages of cartoons
5. read and construct charts, graphs, pictures, and maps
6. select and use the appropriate map and artifact for a purpose

B. Demonstrate chronology skills by locating and sequencing data on timelines
C. Acquiring new information through listening, observing, and reading
D. Identify and use all parts of a text, periodical, and reference book including dictionary, encyclopedia, almanac, and atlas
E. Organize information from a variety of sources by taking notes, make outlines and bibliographies
F. Find information by using the card catalog and special reference materials
G. Demonstrate comprehension of date by summarizing and stating main idea in own words
H. Communicate ideas orally and in writing
I. Develop a working vocabulary of key World History concepts
J. Follow directions
K. Operate a computer
   1. use a prepared instructional or reference program
   2. enter and retrieve information gathered from a variety of sources

II. CRITICAL/CREATIVE THINKING SKILLS

A. Compare similarities and differences among two or more objects, ideas, events, and situations in the following areas:
   1. forms of government
   2. economic classes
   3. monarchy
   4. political thought
   5. reform movements
   6. continents
B. Does not apply
C. Students will demonstrate an ability to solve problems and utilize problem solving procedures in the following concepts:
   1. human rights
   2. nation - building
   3. forms of government
   4. third world
   5. conflict
   6. reform movements
   7. world population
   8. imperialism
D. Does not apply
E. Ask appropriate and searching questions in discussions and debates.

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F. Distinguish facts from opinion in the following concepts:
   1. human rights
   2. forms of government
   3. political and economic thought
   4. third world
   5. cold war

G. The student will detect cause and effect relationships in the following concepts:
   1. revolution (conflict)
   2. nation - building
   3. forms of government
   4. welfare state
   5. reform movement
   6. industrialization
   7. discrimination
   8. nuclear war

H. Recognize different points of view in the following concepts:
   1. human rights
   2. forms of government
   3. nuclear war
   4. political and economic thought

I. Detect bias and contradictions in information in the following concepts:
   1. human rights
   2. repression
   3. tyranny
   4. minorities
   5. suffrage
   6. forms of government
   7. imperialism

J. Make inferences from evidence and draw conclusions in the following concepts:
   1. forms of government
   2. Wilson's peace ideals
   3. world wars
   4. third world
   5. imperialism
   6. peaceful coexistence
   7. South African apartheid
   8. political and economic thought

K. Recognize instances in which more than one interpretation of facts is valid in the following concepts:
   1. conservatism
   2. liberalism
   3. reform movement
   4. political and economic thought
   5. human rights
   6. Utopia

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III. SOCIAL PARTICIPATION/INTERPERSONAL SKILLS

A. Describe his/her positive characteristics
B. Take pride in doing a task well
C. Show sensitivity to feeling of others
D. Participate cooperatively, as leader and member, in large and small groups
E. Accept responsibility for ones own actions
F. Demonstrate respect for rights, property, and beliefs of others
G. Express personal opinions and convictions
H. Accept view point diversity in individuals, ideas, and values
I. Recognize ones own biases and prejudices
J. Use sources of information from the community including newspapers, individuals, and events
K. Keep informed on current issues through T.V. and newspapers
L. Does not apply

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GRADES 10-12
SOCIAL STUDIES
METCHIF HISTORY

FOCUS:

To give the students an awareness of their local heritage instilling within them a pride for their culture, their community and most importantly, themselves.

TOPICS:

Origins of the metis and the new life style - 1 week
Years of uncertainity and the voyaguers - 2 weeks
The insurrection and the Northwest rebellion - 1 week
The Metis dispersions - 2 weeks
The forgotten people - 1 week
Development of political organizations - 1 week
Present day Metis - 1 week

CONCEPTS:

Role of the voyageurs, Merging of the two cultures, Louis Riel, Community people, The Metis, Canada's forgotten people, Language development, American fur companies, Dependency, Role of women, Pemmican and other unique foods, Brick bark, Political structures.

SKILL OBJECTIVES

I. BASIC/STUDY SKILLS (The student will practice the following skills in all concepts of the course)

A. Using map, globe, and graphic skills
   1. identify directions and orient a map.
   2. interpret map symbols.
   3. locate places on a map or globe.
   4. interpret social and political messages of cartoons.
   5. read and construct charts, graphs, pictures and maps.
   6. select and use appropriate map and artifact for a purpose.

B. Does not apply.

C. Acquire new information through listening, observing and reading.

D. Identify and use all parts of a text, periodical and reference book including a dictionary, encyclopedia, almanac and atlas.

E. Organize information from a variety of sources by taking notes, making outlines and bibliographies.

F. Find information by using the card catalog and special reference materials.

G. Demonstrate comprehension of data by summarizing and stating main ideas in known words.

H. Communicate ideas orally and in writing.

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I. Develop a working vocabulary of key social studies concepts.
J. Follow directions.
K. Operate a computer
1. using a prepared instructional or reference program.
2. to enter and retrieve information gathered from a variety of sources.

II. CRITICAL/CREATIVE THINKING SKILLS

A. Compare similarities and differences among two or more objects, ideas, events and situations.
B. Classify and group information according to criteria.
C. Demonstrate ability to solve problems and utilize problem solving procedures.
D. Make decisions following considerations of alternatives and consequences.
E. Ask appropriate and searching questions in discussions and debates.
F. Distinguish fact from opinion.
G. Explain cause and effect relationships.
H. Recognize different points of view.
I. Detect bias and contradictions in information.
J. Make inferences from evidence and draw conclusions.
K. Recognize instances in which more than one interpretation of facts is valid.

III. SOCIAL PARTICIPATION/INTERPERSONAL SKILLS

A. Describe his/her positive characteristics.
B. Take pride in doing a task well.
C. Show sensitivity to the feelings of others.
D. Participate cooperatively, as leader and a member in large and small groups.
E. Accept responsibility for one's own actions.
F. Demonstrate respect for rights, property, and the beliefs of others.
G. Does not apply.
H. Does not apply.
I. Recognize one's own biases and prejudices.
J. Does not apply.
K. Keep informed on current issues through T.V. newspapers.
L. Does not apply.

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GRADE 10-12
SOCIAL STUDIES
NORTH AMERICAN INDIANS

FOCUS:

To help the students become more aware of the contributions and location of Indian tribes who reside in North America. In addition, students will become more knowledgeable of the political, social and economic issues that face Indian people today.

TOPICS:

Some basic philosophies and languages of the people - 1 week
The first Indians and the development of Indian culture - 1 week
Woodsmen and villagers of the east - 1 week
Horsemen of the plains - 1 week
Farmers and raiders of the southwest - 1 week
Fishermen and foragers of the west - 1 week
Nomads of the north - 1 week
Culture clashes - 1 week
From wounded knee into the future - 1 week

CONCEPTS:

Clan, Band, Tribe, Nez Perce', Beliefs and plan of Tecumseh, Trail of tears, Sovereign nations, Trade alliances, Religious rites, Reservation systems, Soverign nations, Removal policies, Indian reorganization, Role of the missionaries, Eminent Domain, Social structures, Political structures, Economic structures.

SKILL OBJECTIVES

I. BASIC/STUDY SKILLS (The student will practice the following skills in all concepts of the course)

A. Using map, globe and graphic skills
   1. identify directions and orient a map.
   2. interpret map symbols.
   3. locate places on a map or globe.
   4. interpret social and political messages fo cartoons.
   5. read and construct charts, graphs, pictures and maps.
   6. select and use appropriate map and artifact for a purpose.

B. Does not apply.

C. Acquire new information through listening, observing and reading.

D. Identify and use all parts of a text, periodical, reference book including a dictionary, encyclopedia, almanac and atlas.

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I. Develop a working vocabulary of key social studies concepts.
J. Follow directions.
K. Operate a computer
   1. using a prepared instructional or reference program.
   2. to enter and retrieve information gathered from a variety of sources.

II. CRITICAL/CREATIVE THINKING SKILLS

A. Compare similarities and differences among two or more objects, ideas, events and situations.
B. Classify and group information according to criteria.
C. Demonstrate ability to solve problems and utilize problem solving procedures.
D. Make decisions following considerations of alternatives and consequences.
E. Ask appropriate and searching questions in discussions and debates.
F. Distinguish fact from opinion.
G. Explain cause and effect relationships.
H. Recognize different points of view.
I. Detect bias and contradictions in information.
J. Make inferences from evidence and draw conclusions.
K. Recognize instances in which more than one interpretation of facts is valid.

III. SOCIAL PARTICIPATION/INTERPERSONAL SKILLS

A. Describe his/her positive characteristics.
B. Take pride in doing a task well.
C. Show sensitivity to the feelings of others.
D. Participate cooperatively, as leader and a member in large and small groups.
E. Accept responsibility for one's own actions.
F. Demonstrate respect for rights, property, and the beliefs of others.
G. Does not apply.
H. Does not apply.
I. Recognize one's own biases and prejudices.
J. Does not apply.
K. Keep informed on current issues through T.V. newspapers.
L. Does not apply.

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GRADES 10-12
SOCIAL STUDIES
FAMOUS INDIAN PEOPLE

FOCUS:

To make the students aware of the contributions made by all Indian people instilling a feeling of pride and self-worth.

TOPICS:

Famous Indian People (32)

CONCEPTS:

Historical contributions, Tribes, Values, Tribal location, Philosophies, Achievements, Clothing, Customs.

SKILL OBJECTIVES

I. BASIC/STUDY SKILLS (The student will practice the following skills in all concepts of the course)

A. Using map, globe, and graphic skills

1. identify directions and orient a map
2. interpret map symbols
3. locate places on a map or globe
4. interpret social and political messages of cartoons
5. read and construct charts, graphs, pictures and maps
6. select and use appropriate map and artifact for a purpose.

B. Does not apply.
C. Acquire new information through listening, observing and reading.
D. Does not apply.
E. Organize information from a variety of sources by taking notes, making outlines and bibliographies.
F. Does not apply.
G. Does not apply.
H. Communicate ideas orally and in writing.
I. Develop a working vocabulary of key social studies concepts and vocabulary.
J. Does not apply.
K. Operate a computer
1. using prepared instructional or referenced programs.
2. to enter and retrieve information gathered from a variety of sources.

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II. CRITICAL/CREATIVE THINKING SKILLS

A. Compare similarities and differences among two or more objects, ideas, events and situations for the following concepts:

1. Values
2. Customs
3. Philosophies
4. Contributions
5. Clothing
6. Tribes
7. Locations

B. Classify and group information according to criteria for the following concepts:

1. Tribes
2. Locations
3. Values
4. Customs
5. Contributions

C. Does not apply.
D. Does not apply.
E. Ask appropriate and searching questions in discussions and debates for the following concepts:

1. Values
2. Contributions
3. Customs
4. Philosophies

F. Does not apply.
G. Does not apply.
H. Recognize different points of view for the following concepts:

1. Values
2. Customs
3. Tribes

I. Does not apply.
J. Does not apply.
K. Does not apply.

III. SOCIAL PARTICIPATION/INTERPERSONAL SKILLS

A. Describe his/her positive characteristics.
B. Take pride in doing a task well.
C. Show sensitivity to the feelings of others.
D. Participate cooperatively, as a leader and member in large and small groups.
E. Accept responsibilityd for one's own actionsf.
F. Demonstrate respect for rights, property, and the beliefs of others.

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G. Express personal opinions and convictions.
H. Accept view point dciversity in individuals, ideas and values.
I. Recognize one's own biases and prejudices.
J. Does not apply.
K. Does not apply.
L. Does not apply.

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GRADES 10-12
SOCIAL STUDIES
THE AMERICAN INDIAN TODAY

FOCUS:

The goal of American Indians Today is to help students become aware of pertinent information needed to make responsible, political, economic, and social decisions for Indian people.

TOPICS:

Indians today: the real and the unreal - 1 week
Laws, Treaties, and the policy of termininations - 1 week
Missionaries and the religious vacuum - 1 week
Government agencies and the problem of Indian leadership - 1 week
Anthropologists and other friends - 1 week
Indian humor - 1 week
The red and the black - 1 week
Indians and modern society - 1 week
A redefinition of Indian affairs - 1 week

CONCEPTS:

Problems, Reservations, Government, Termination, Culture, B.I.A., Treaties, Future, Indian chiefs, Tribes, Artifacts, Wheeler- Howard Act, Merrian report, John Collier, Prejudice, Indianization, Trusteeship, Turtle Mountain history.

SKILL OBJECTIVES

I. BASIC/STUDY SKILLS (The student will practice the following skills in all concepts of the course)

A. Using map, globe, and graphic skills
   1. Does not apply.
   2. Does not apply.
   3. Locate places on a map or globe.
   4. Does not apply.
   5. Does not apply.
   6. Select and use the appropriate map and artifact for a purpose.

B. Does not apply.

C. Acquire new information through listening, observing, and reading.

D. Does not apply.

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E. Organize information from a variety of sources by taking notes,making outlines and bibliographies.
F. Does not apply.
G. Does not apply.
H. Communicate ideas orally and in writing.
I. Develop a working vocabulary of key social studies concepts and vocabulary.
J. Does not apply.

II. CRITICAL/CREATIVE THINKING SKILLS

A. Compare similarities and differences among two or more objects, ideas, events or situations for the following concepts:
   1. Reservations
   2. Tribes
   3. Treaties
   4. Cultures
   5. Problems
   6. Artifacts
B. Does not apply.
C. Does not apply.
D. Does not apply.
E. Ask appropriate and searching questions in discussions and debates for the following concepts:
   1. Problems
   2. Prejudice
   3. Reservations
   4. Government
   5. Turtle Mountain history
   6. Cultures
   7. Treaties
   8. Future
F. Distinquish facts from opinions for the following concepts:
   1. Termination
   2. B.I.A.
   3. Future
   4. Reservations
G. Does not apply.
H. Recognize different points of view for the following concepts:
   1. Prejudice
   2. Future
   3. Indianization
   4. Problems
I. Does not apply.
J. Does not apply.
K. Does not apply.

III. SOCIAL PARTICIPATION/INTERPERSONAL SKILLS

A. Describe his/her positive characteristics.
B. Take pride in doing a task well.
C. Show sensitivity to the feelings of others.
D. Participate cooperatively, as leader and member in

large and small groups.

E. Accept responsibility for one's own actions.
F. Demonstrate respect for rights, property, and the beliefs of others.
G. Express personal opinions and convictions.
H. Does not apply.
I. Recognize one's own biases and prejudices.
J. Does not apply.
K. Keep informed on current issues through TV, and newspapers.
L. Does not apply.

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GRADES 10-12
SOCIAL STUDIES
ANTHROPOLOGY

FOCUS:

Anthropology will help the student become aware of the different people found throughout the world and learn to respect people different than themself. Content focuses on patterns of behavior, methods of study, physical anthropology, cave men, human race, and human inventiveness.

TOPICS:

Culture (1 week)
Scientific Study of Anthropology (2 weeks)
Physical Anthropology (5 weeks)
Human Inventiveness (2 weeks)
Social Organizations (3 weeks)
Human Imagination (3 weeks)
Anthropology and Today's Issues (1 week)

CONCEPTS:

culture	environment	pattern of behavior
personality	evolution	science approach
genetics	paleontology	courtship and marriage
ethology	archaeology	famous anthropologists
ethnology	linguistics	classifying animals
assumptions	embryology	anthropological theories
mutations	fossils	economic systems
geology	human ancestors	survival features
melanin	ethnology	keeping social order
tools	shelter	division of labor
surplus	current events	clothing and decoration
arts	language	mediums of exchange
property	family and kinship	courtship and marriage
race	religion and magic	containers,carriers and
anthropological methods of study		transportation

SKILL OBJECTIVES

I. BASIC/STUDY SKILLS

The student will practice the following skills in all of the concepts of the course.

A. Use map, globe, and graphic skills
   1. (Does not apply)
   2. (Does not apply)
   3. locate places on a map or globe
   4. (Does not apply)
   5. read and construct chart, graphs, pictures and maps
   6. select and use the appropriate map and artifact for a purpose

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B. Demonstrate chronology skills by locating and sequencing data in time lines, calendars, clocks
C. Acquire new information through listening, observing and reading
D. Identify and use all parts of a text periodical, reference book including dictionary, encyclopedia, almanac and atlas
E. Organize information form a variety of sources by taking notes, making outlines, and bibliographies
F. Find information by using the card catalog and special reference materials
G. Demonstrate comprehension of data by summarizing and stating main ideas in known words
H. Communicate ideas orally and in writing
I. Develop a working vocabulary of key social studies concepts and vocabulary
J. Follow directions
K. Operate a computer
    1. use a prepared instruction of reference program
    2. enter and retrieve information gathered from resource materials

II. CRITICAL/CREATIVE THINKING SKILLS

A. Compare similarities and differences among two or more objects, ideas events and situations
    1. patterns of behavior
    2. methods of study
    3. famous anthropologists
    4. human ancestors
    5. family and kinship
    6. courtship and marriage
B. Classify and group information according to criteria
    1. animals
    2. human ancestors
    3. survival features
    4. mediums of exchange
    5. social order
    6. anthropological approaches
C. Demonstrate ability to solve problems and utilize problem solving procedures
    1. scientific approach
    2. patterns of behavior
    3. survival features
    4. tools
    5. methods of study
    6. current events
D. Make decisions following considerations of alternatives and consequences
    1. division of labor
    2. race
    3. patterns of behavior
    4. current events
E. Ask appropriate and searching questions in discussions

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debates (in all concepts)
F. Distinguish facts from opinion (in all concepts)
G. Explain causes and effects relationships
   1. race
   2. mediums of exchange
   3. family and kinship
   4. religion and magic
   5. language
   6. arts
H. Recognize different points of view (in all concepts)
I. Detect bias and contradictions in information (in all concepts)
J. Make inferences from evidence and draw conclusions (in all concepts)
K. Recognize instances in which more than one interpretation of facts is valid (in all concepts)

III. SOCIAL PARTICIPATION/INTERPERSONAL SKILLS

The student will practice the following skills in all of the concepts of the course.

A. Describe his/her positive characteristics
B. Take pride in doing a task will
C. Show sensitivity to feelings of others
D. Participate cooperatively, as a leader and a member in large and small group
E. Accept responsibility for ones own actions
F. Demonstrate respect for rights, property, and beliefs of others
G. Express personal opinions and convictions
H. Accept view point diversity in individuals, ideas, values
I. Recognize ones own biases and prejudices
J. Use sources of information from the community including newspaper, individuals and events
K. Keep informed on current issues through T.V. and newspaper
L. Interact with a wide range of community resource people in the classroom and at community events

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GRADES 9-12
SOCIAL STUDIES
BASIC ECONOMICS(ELECTIVE)

FOCUS:

Economics will acquaint the student with the U.S. economic system so that they will have a basis for making wise economic decisions. Content focuses on basic economic vocabulary to inflation and depression. Income tax procedures are stressed.

TOPICS:

Economics and the Individual-1 week
Economic Systems Throughout the World-1 week
Inflation and Recession-2 weeks
Income Taxes-3 weeks
Economic Current Events-2 weeks
Famous Economists-1 week

CONCEPTS:

Occupations
Economics
Consumers
Capital
Inflation
Recession
Depression
Income Taxes
Surpluses
Feeding the world population
Government controls
Needs and wants
Forms of government
Scientific method
Gross National Product
Automatic stabilizers
Economic theories
Property

SKILL OBJECTIVES

I. BASIC/ STUDY SKILLS

The students will practice the following skills in al concepts of the course.

A. Use map, globe and graphic skills
   1. does not apply
   2. does not apply
   3. locate places on a map or globe

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4. does not apply
5. read and construct charts, graphs
6. does not apply

B. Does not apply
C. Acquire new information through listening, observing and reading
D. Identify and use all parts of a text
E. Organize information from a variety of sources by taking notes and making outlines and making bibliographies
F. Find information by using the card catalog and special reference materials
G. Demonstrate comprehension of data by summarizing
H. Communicate ideas orally and in writing
I. Develop a working vocabulary of key social studies concepts
J. Follow directions
K. Operate a computer
   1. use a prepared instructional or reference program
   2. enter and retrieve information gathered from a variety of sources

II. CRITICAL/CREATIVE THINKING SKILLS

A. Compare similarities and differences among two or more objects, ideas, events and situations
   1. government controls
   2. needs and wants
   3. forms of government
   4. economic theories
B. Classify and group information according to criteria in all concepts of the course
C. Demonstrate ability to solve problems and utilize problem solving procedures
   1. government controls
   2. recession
   3. depression
   4. inflation
   5. income taxes
   6. feeding the world population
   7. surplus
D. Make decisions following considerations of alternatives and consequences in all concepts of the course
E. Ask appropriate and searching questions in discussions and debates in all concepts of the course
F. Distinguish facts from opinions in all concepts of the course
G. Explain cause and effect relationships
   1. inflation
   2. recession
   3. depression
   4. gross national products
H. Recognize different points of view in all concepts of the course
I. Detect bias and contradictions in information in all

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concepts of the course

J. Make inferences from evidence and draw conclusions
   1. economic theories
   2. scientific method
   3. gross national product
   4. property

K. Recognize instances in which more than one interpretation of facts is valid in all concepts of the course

III. SOCIAL PARTICIPATION/INTERPERSONAL SKILLS

The student will practice the following skills in all concepts of the course.

A. Describe his/her characteristics
B. Take pride in doing a task well
C. Show sensitivity to feelings of others
D. Participate cooperatively, as a leader and a member in large and small groups
E. Accept responsibility for ones own actions
F. Demonstrate respect for rights, property, and beliefs of others
G. Express personal opinions and convictions
H. Accept view point diversity in individuals, ideas, values
I. Recognize ones own biases and prejudices
J. Use sources of information from the community
K. Keep informed on current issues through T.V. and newspapers
L. Interact with a wide range of community resource people in the classroom and at community events

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